SASKATCHEWAN

HUMAN RIGHTS COMMISSION

# Saskatchewan Human Rights Commission

# Education Equity Report

# 1999-2000

November, 2000

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## Background

As some of you know, the Saskatchewan Human Rights Commission issued a report in 1985 called *Education Equity*. It expressed concern with the extremely high drop-out rate of students of Aboriginal ancestry before they graduated from high school.

At the time, some people questioned what business it was of the Commission to involve itself in the education system. The answer lies in Section 13(1) of *The Saskatchewan Human Rights Code* which states:

*"Every person and every class of persons shall enjoy the right to education in any school, college, university or other institution or place of learning, vocational training or apprenticeship without discrimination because of his or their race, creed, religion, colour, sex, sexual orientation, family status, marital status, disability, nationality, ancestry, place of origin or receipt of public assistance."*

It was quite apparent that students of Aboriginal ancestry were not benefiting from the education system to the same extent as non-Aboriginal students. Consequently, the Commission initiated the concept of education equity plans in those school divisions whose student body was comprised of 5% or more of students of Aboriginal ancestry.

These plans consisted of five components:

- hiring more teachers of Aboriginal ancestry;
- increasing Aboriginal content in the curriculum;
- increasing parental involvement in school activities;
- making sure school policies and practices did not have an adverse impact on students of Aboriginal ancestry;
- providing cross-cultural training for teachers.

Two additional components were later added:

- hiring Aboriginal people into the non-teaching positions;
- developing anti-racism policies and procedures.

The twenty school divisions that developed these plans submitted reports annually to the Commission.

## 1999-2000 Reports

Fifty percent of all K – 12 students in the province are in school divisions with approved equity plans. This excludes the Saskatchewan Rivers and Northern Lights School Divisions whose statistical reports were not received in time to include in the tables.

The amalgamation of school divisions in recent years makes statistical comparisons between 1987-88 when the plans were first implemented and 1999-2000 of limited use. For your information, a copy of the statistics attached gives some raw data on the total number of students, number of students of Aboriginal ancestry, total number of teachers and number of teachers of Aboriginal ancestry, and the number of employees of Aboriginal ancestry in non-teaching positions.

What are the results of the equity plans? There are many positive outcomes.

We have seen concerted efforts to hire teachers of Aboriginal ancestry; some school divisions having more success than others.

We have seen the curriculum change to include a significant reference to Aboriginal culture. Work is ongoing in this area.

We have seen many innovative initiatives to involve parents in school activities, including the introduction of elders into the classroom.

We have seen the development and implementation of anti-racism policies.

These are a very few of the positive initiatives.

There is much still to be done. In August, 1997, the Commission along with its partners in education equity at the time, i.e.

Saskatchewan Education
Saskatchewan School Trustees Association
Saskatchewan Teachers' Federation
League of Education Administrators, Directors and Superintendents

issued a document titled "*Our Children, Our Communities and Our Future*". Its subtitle is "Equity in Education: A Policy Framework". It calls on all school divisions to adopt a concept of education equity that allows all students to reach their full potential in the K – 12 system.

In this year's reports, it is gratifying to see a number of school divisions moving in that direction. While maintaining efforts to make the school experience more rewarding for Aboriginal students, they are sensitive to issues in the community, gender issues, special needs issues, etc.

## 2000-2001 And Beyond

Two big issues are currently being tackled. **How does a school division introduce this broad concept of equity**. To be successful requires support beyond those directly involved in providing education in the classroom. School divisions are taking tentative steps in a variety of ways, depending on the environment in which they function.

Prince Albert Roman Catholic Separate School Division has a Social Justice Committee that looks at many factors that affect the success of its students.

Indian Head School Division has a Community of Hope project that deals with a variety of issues that hinder students from succeeding.

Saskatoon Public School Division has several committees to deal with specific areas of concern. For example, there is an English as a Second Language Committee that will develop a handbook for classroom teachers on integrating ESL students and modifying curriculum and instruction. Another example is a Personal and Social Development Committee that evaluates resources that aim to support a caring community of learners. There is a Special Needs Coordinating Committee, and so on.

This is not intended to be an exhaustive list of all the initiatives taken by school divisions that broaden the concept of equity as set out in the policy framework document. They are only examples of various initiatives that are heading down that road.

The second major issue is **How does a school division measure success.** In order to know if initiatives are having the effect intended, there have to be some indicators of success.

These are some of the ways the school boards say success can be measured:

- enrolment trends and reasons for students leaving school
- academic achievement as measured by CTBS
- participation of Aboriginal adults in meetings/events
- graduation statistics
- evidence of improved/increased interpersonal contact between individuals of Aboriginal ancestry and Division personnel
- success rates of Aboriginal students compared with non-Aboriginal students
- the number of teachers and non-teaching staff of Aboriginal ancestry
- the number of women administrators
- fewer number of dropouts

We expect this list will grow as experience is gained and more people put their minds to how they can measure success.

It will take time, creative minds, and the efforts of all of us to move forward. But just as we can see progress if we look back over the last ten years, we will see more progress when we look back years from now.

The Saskatchewan Human Rights Commission looks forward to continuing to work with its partners in education to see the objectives of the policy framework document achieved.

Public & Special Programs Unit
Saskatchewan Human Rights Commission

## TABLE A

## ALL K-12 SPONSORS - 11-YEAR STATISTICAL SUMMARY

| Aboriginal Representation | | 1989 Teachers | | | 1998-1999 Teachers | | | 1999-2000 Teachers | | |
|---|---|---|---|---|---|---|---|---|---|---|
| School Division | Year Adopted | Total Teachers | Aboriginal Teachers | % of Total | Total Teachers | Aboriginal Teachers | % of Total | Total Teachers | Aboriginal Teachers | % of Total |
| Biggar | 1987 | 66.5 | 1 | 1.5% | 65 | 1 | 1.5% | 65 | 3 | 4.6% |
| Broadview | 1988 | 90.5 | 1 | 1.1% | 63.9 | 1 | 1.6% | 59.6 | 1 | 1.7% |
| Cupar | 1988 | 90.3 | 0 | 0% | 64.18 | 1 | 1.6% | 57.61 | 0 | 0.0% |
| Indian Head | 1987 | 101.3 | 1 | 1.0% | 98.8 | 6 | 6.1% | 98.48 | 6 | 6.1% |
| Lands West | | | | | 158 | 2 | 1.3% | 150 | 2 | 1.3% |
| Meadow Lake | 1987 | 140 | 14 | 10% | 158 | 12 | 7.6% | 176 | 12 | 6.8% |
| Battlefords (a) | | | | | | | | 190 | 9 | 4.7% |
| North West Catholic | | | | | 109.5 | 5 | 4.6% | 107.7 | 8 | 7.4% |
| Northern Lakes | 1987 | 100 | 2 | 2% | 66.95 | 3 | 4.5% | 66.95 | 1 | 1.5% |
| Northern Lights | 1988 | 283 | 71 | 25.1% | 267 | 81 | 30.3% | 274 | 75 | 27.4% |
| Prince Albert Catholic | 1989 | 148.7 | 2 | 1.3% | 165 | 17 | 10.3% | 173 | 14 | 8.1% |
| Regina Catholic | 1987 | 486.6 | 3 | 0.6% | 600 | 30 | 5.0% | 611.9 | 30 | 4.9% |
| Regina Public | 1994 | new 1994 | | new 1994 | 1324 | 41 | 3.1% | 1324 | 44 | 3.3% |
| Saskatchewan Rivers | | | | | | report not available | | not received yet | | |
| Saskatoon Catholic | 1987 | 627.5 | 14 | 2.2% | 844.97 | 40.75 | 4.8% | 828.57 | 44.25 | 5.3% |
| Saskatoon Public | 1987 | 1150 | 34 | 3.0% | 1336 | 65 | 4.9% | 1492 | 66 | 4.4% |
| Scenic Valley | 1997 | new 1997 | | new 1997 | 89 | 1 | 1.1% | 85.65 | 1 | 1.1% |
| Turtleford | 1998 | new 1998 | | new 1998 | 73.8 | 0 | 0.0% | 71 | 0 | 0.0% |
| Wadena | 1988 | 112.5 | 0 | 0.0% | 100 | 1 | 1.0% | 100 | 2 | 2.0% |
| Total | | 3396.9 | 143 | 4.2% | 5584.1 | 307.75 | 5.51% | 5931.46 | 318.25 | 5.37% |

(a) North Battleford amalgamated with Battleford in October 1997.

## TABLE B

## ALL K-12 SPONSORS

| Aboriginal Representation | 1997-1998 Non-Teaching Staff | | | 1998-1999 Non-Teaching Staff | | | | 1999-2000 Non-Teaching Staff | | |
|---|---|---|---|---|---|---|---|---|---|---|
| School Division | Total Staff | Aboriginal Staff | % of Total | Total Staff | Aboriginal Staff | % of Total | | Total Staff | Aboriginal Staff | % of Total |
| Biggar | not available this reporting year | | | 60.00 | 2 | 3.3% | | 60 | 5 | 8.3% |
| Broadview | 40 | 1 | 2.5% | 40 | 1 | 2.5% | | 40 | 1 | 2.5% |
| Cupar | 27 | 1 | 3.7% | 27 | 4 | 14.8% | | 26 | 0 | 0 |
| Indian Head | 35.9 | 7.5 | 20.9% | 39 | 7.5 | 19.2% | | 45.06 | 10 | 22.2% |
| Lands West | 138 | 0 | 0 | 138 | 1 | 0.7% | | 134 | 2 | 1.5% |
| Meadow Lake | 65 | 10 | 15.4% | 93 | 10 | 10.8% | | 93 | 12 | 12.9% |
| Battlefords (a) | not available this reporting year | | | not available this reporting year | | | | 103 | 15 | 14.6% |
| North West Catholic | 35 | 3 | 8.6% | 36 | 4 | 11.1% | | 57 | 6 | 10.5% |
| Northern Lakes | 85 | 11 | 12.9% | 60.38 | 2 | 3.3% | | 86.8 | 5.5 | 6.3% |
| Northern Lights | 164 | 141 | 86.0% | 168 | 143 | 85.1% | | 221 | 169 | 76.47% |
| Prince Albert Catholic | 61 | 12 | 19.7% | 82 | 18 | 22.0% | | 101 | 22 | 21.8% |
| Regina Catholic | 267 | 9 | 3.4% | 302 | 9 | 3.0% | | 302 | 9 | 3.0% |
| Regina Public | 665 | 49 | 7.4% | 701 | 57 | 8.1% | | 720 | 106 | 14.7% |
| Saskatchewan Rivers | not available this reporting year | | | not available this reporting year | | | | not received yet | | |
| Saskatoon Catholic | 580 | 25 | 4.3% | 500 | 23 | 4.6% | *approx. 500 | 465.34 | 25.4 | 5.5% |
| Saskatoon Public | 580 | 7 | 1.2% | 700 | 12 | 1.7% | | 830 | 15 | 2% |
| Scenic Valley | 42 | 6 | 14.3% | 53 | 8 | 15.1% | | 50.78 | 7 | 13.8% |
| Turtleford | 25 | 3 | 12.0% | 25 | 3 | 12.0% | | 16 | 1 | 8.8% |
| Wadena | 63 | 2 | 3.2% | 63 | 2 | 3.2% | | 65 | 2 | 3.1% |
| | | | | | | | | | | |
| Total | 2872.9 | 287.5 | 10.01% | 3087.38 | 306.5 | 9.9% | | 3,415.99 | 413.30 | 12.1% |

(a) North Battleford amalgamated with Battleford in October 1997.

## TABLE C

## ALL K-12 SPONSORS - 11-YEAR STATISTICAL SUMMARY

| Aboriginal Representation | 1989 Students | | | 1998-1999 Students | | | | 1999-2000 Students | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| School Division | Total Students | Aboriginal Students | % of Total | Total Students | Aboriginal Students | % of Total | | Total Students | Aboriginal Students | % of Total | |
| Biggar | 931 | 125 | 13.4% | 946 | 170 | 18.0% | *approx. 170 | 983 | 200 | 20.3% | *approx. 200 |
| Broadview | 1450 | 231 | 15.9% | 959 | 117 | 12.2% | | 941 | 117 | 12.4% | |
| Cupar | 1505 | 198 | 13.2% | 1012 | 60 | 5.9% | | 940 | 38 | 4.0% | |
| Indian Head | 1707 | 409 | 24.0% | 1675 | 557 | 33.3% | | 1664 | 586 | 35.2% | |
| Lands West | | | | 2554 | 142 | 5.6% | | 2430 | 133 | 5.5% | |
| Meadow Lake | 2493 | 625 | 25.1% | 2596 | 1300 | 50.1% | *approx. 1300 | 2596 | 1300 | 50.1% | *approx. 1300 |
| Battlefords (a) | | | | | no report | | | 3405 | 950 | 28.0% | |
| North West Catholic | | | | 2014 | 424 | 21.1% | | 1959 | 445 | 22.7% | |
| Northern Lakes | 1541 | 311 | 20.2% | 973 | 196 | 20.1% | | 936 | 136 | 14.5% | |
| Northern Lights | 4454 | 3786 | 85.0% | 4392 | 4041 | 92.0% | | 4652 | 3954 | 85.0% | |
| Prince Albert Catholic | 2471 | 606 | 24.5% | 2783 | 927 | 33.3% | | 2813 | 1167 | 41.5% | |
| Regina Catholic | 9758 | 800 | 8.2% | 11015 | 1234 | 11.2% | *approx. 1234 | 11016 | 1066 | 9.7% | |
| Regina Public | | has an employment equity program for four designated groups | | | | | | 23031 | 5000 | 21.7% | |
| Saskatchewan Rivers | | | | | not Filed | | | not received yet | | | |
| Saskatoon Catholic | 12879 | 1165 | 9.0% | 14896 | 1819 | 12.2% | | 14952 | 1855 | 12.4% | |
| Saskatoon Public | 21898 | 1735 | 7.9% | 21670 | 2872 | 13.3% | | 22788 | 3326 | 14.6% | |
| Scenic Valley | new 1997 | | | 1338 | 407 | 30.4% | | 1216 | 246 | 20.2% | |
| Turtleford | new 1998 | | | 1201 | 83 | 6.9% | | 1145 | 135 | 11.8% | |
| Wadena | 2027 | 220 | 10.9% | 1556 | 226 | 14.5% | | 1537 | 258 | 16.8% | |
| Total | 63114 | 10211 | 16.2% | 71580 | 14575 | 20.4% | | 99004 | 20912 | 21.1% | |

(a) North Battleford amalgamated with Battleford in October 1997.